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United States history for Grades VII and VIII. Those familiar with the Report of the Committee of Eight, which appeared in 1909, will immediately recognize the striking similarity of the two reports.

Books I, II, III, and IV of the report contain, besides the discussion of the course for a grade or grades, type studies which are the products of tried and tested practice. These type studies are intended to give an actual plan of procedure for the use of both teacher and pupil. They are, indeed, the most worth-while phases of the report and should be of considerable value to teachers in the elementary grades.

As a whole, the report must be characterized as very conservative. The committee responsible for it seems willing to reaffirm a report which is now entering its teens. This means that little consideration has been given by the committee to the notable changes of the past decade. The junior high school is not recognized in the report, and the demand for a radical reorganization of the work in United States history for the upper grades is also ignored. Speaking generally, the report is backward- rather than forward-looking.

R. M. TRYON

The content and adaptability of general-science texts.—The claims for any subject of instruction must, to a considerable degree, be based on the content of the instruction in that subject. The content of instruction in the various subjects of the elementary- and secondary-school curricula is generally determined by the content of the textbooks or reference books. It seems logical, therefore, that an analysis of the available textbooks would prove of worth both in determining the claims for the subject and the changes to be made in order to improve instruction in the subject.

The purpose of a recent study[1] in the field of general sciences has been to present a quantitative analysis of the subject-matter in the various general-science texts and to give the reactions of children of the last three grammar grades to science.

From the data secured in the analysis of the subject-matter of general science it was found that the space devoted to instruction in the eighteen texts examined comprised topics which might be considered as belonging to eight large science groups, which ranked in importance as to space as follows: physics, physiography, biology, physiology, chemistry, household arts, astronomy, and miscellaneous. The author finds that, with the exception of household arts and zoölogy, there is a fairly well-established agreement among the authors of general science as to what subject-matter is appropriate. Tables are displayed which show that general science is presented in the form of small unit topics, two or three pages in extent. Factual evidence supports the conclusion that the authors of general-science texts have found it least difficult to scatter the subject-matter of physics over the pages of their texts, linking the phenomena of that science with the topics of the others. In summarizing, the author concludes that the correlations between physics and chemistry and physics and household arts are sufficiently strong to indicate a pairing, and also that general science as a whole is not unified, however much unity of plan an individual author may embody in his text.

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[1] HANOR A. WEBB, *General Science Instruction in the Grades.* Nashville, Tennessee: George Peabody College for Teachers, 1921. Pp. 105.

Part II of the study is concerned with determining the adaptability of general science in the last three grammar grades. In order to determine this the author devised certain tests which were constructed around twenty-five important and characteristic topics selected from each of the five sciences. The tests were so arranged that the present knowledge and knowledge after reading each selection were ascertained. In all, 9,918 sets of tests were given and graded. Some of the conclusions reached are summarized in the following quotation:

> Real principles of science . . . . are not assimilated by children of the fifth grade and below; physiology and physiography are appropriate in the sixth grade; biology and possibly physics may be successfully taught in the seventh grade; while the laws and phenomena of chemistry seem unsuited to any grade [p. 104].

The study is valuable for its analysis of general-science texts and of the adaptability of these texts to certain grades. It is true that "General Science instruction in the grades must be studied and planned from two angles—content and method," but it appears that neither the content of textbooks nor the fact that a child can assimilate certain knowledge is sufficient to prove what should constitute a course in general science. However, the study contains information which will be of considerable value to those interested in the content of general-science texts and in the material which children of the last three grammar grades are capable of assimilating.

JAMES VAUGHN

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GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

CAMERON, EDWARD HERBERT. *Psychology and the School.* New York: Century Co., 1921. Pp. xiv+339. $2.00.

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